**Explicit instruction of comprehension strategies**

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| **Strategy: Visualising Teaching Idea: Storyboard** |

**Step 1: Select a text**

*Red Dog* article written by Elizabeth Bryer from Griffith Review

**Step 2: Explain the strategy**

Today we are going to read an article about Red Dog based on someone’s family’s real life experience with the real Red Dog. As we read, we are going to use the strategy of **visualisation**.

*What is it?*

Visualisation is creating an image in our heads of what is in the text.

*Why is it helpful/necessary for comprehension?*

We use visualisation all the time in our lives – for example, if someone tells you about a fight that happened in the playground you imagine the scene in your head (where it happened, the people involved, what they did and what they said, etc) to help you understand what happened during the fight.

If we visualise when we read, it helps us to comprehend what we are reading by bringing the text to life and helping us see the scene being described in our minds.

**Step 3: Model the strategy**

As I read the text, I will create a picture in my mind of the scene described in each paragraph and then draw a picture of that in my storyboard.

I have read paragraph 1 and a see a table with a hot bowl of porridge on it and an open newspaper. I have drawn that picture in the first box of the storyboard.

**Step 4: Guided support**

So now it is your turn and you can either do this on your own or with a partner. As you read each paragraph, think about what image is being created in your head. Discuss the image with your partner and then draw it in your storyboard. You may only wish to do one or two with your partner and then do the rest by yourself.

(Remember, we have watched *Red Dog* so some of the images may connect to what we saw in the film.)

**Step 5: Independent practice**

Monitor as students work independently within the whole group

For students who need more support, focus on the colours and/or people described in each paragraph.

**Step 6: Reflect**

Students share their storyboards with a partner/group. Class discussion of similarities and differences between storyboards – where there more similarities than differences? How did visualisation and the storyboard help you understand the text?